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The affirmative discussion contains articles by such men as Shorey, Bryce, Cole, and Perkins. These discussions are followed by many brief excerpts from the literature favoring cultural training; the same general plan is observed in the negative discussion, where Snedden, Flexner, Bain, Hall, Starch, and others are quoted at length. In the report of the study by Mr. Starch objective evidence is given to show that the scholastic records of students in the university who enter with Latin are only to a slight and negligible extent better than those made by students with modern language training.

The book is carefully planned and will prove valuable to those interested in studying this topic from an unbiased viewpoint.

SHIRLEY HAMRIN

School subjects and the learning process.—Effective direction of the work of pupils in learning from school textbooks implies a definite understanding on the part of the teacher of the types of mental activity required of pupils in the preparation of different lesson assignments. A study¹ has been made to determine the opinions of teachers with reference to the major types of textbook study required of pupils in eleven of the subjects of the seventh and eighth grades and the high school.

The statements of the teachers were secured by means of a questionnaire, the report being based upon 317 answers. Answers to questions were requested of teachers for only the subjects they were then teaching or had taught. To provide a uniform basis upon which the teachers might state the types of learning their assignments required, a list of twelve types was submitted with the questionnaire. These types of learning were based upon an analysis of the learning process in terms of direct or specific outcomes of textbook study and were limited to those which are evidently required in study in which reading is the central activity. The list includes comprehension of material read plus memorization, the preparation of a summary of the central ideas of the assignment, the preparation of a comprehensive outline, obtaining information for the purpose of solving problems, extension of the range of information, discovery of collateral or illustrative material, enlargement of vocabulary, an understanding of statements or principles, comprehension of the conditions of a problem, discovery of new or supplementary problems, drawing valid conclusions from data or statements, and following directions with accuracy and speed.

In general, the replies received may be taken to represent present practice so far as the subjects covered by the study are concerned. The author presents certain tentative conclusions based upon his interpretations of the results of the inquiry. It is noted that the teachers had some difficulty in defining major types of study, some regarding all those suggested as of major importance,

¹ WALTER S. MONROE, *Types of Learning Required of Pupils in the Seventh and Eighth Grades and in the High School*. Bureau of Educational Research Bulletin, No. 7. Urbana, Illinois: University of Illinois, 1921. Pp. 16.

others making their replies in terms of only two or three. No type of study is mentioned by all the teachers, and those most frequently mentioned vary for the different subjects. This fact leads the author to urge that the teacher of each subject give training to the pupils in the type of learning required by that subject.

Tables are also included, showing the rating of the different types of learning from the standpoint of difficulty to the pupil and from the standpoint of difficulty of training the pupil as these are judged by the teachers replying to the questionnaire. It is interesting to note that "drawing valid conclusions from given data or statements" is considered most difficult in both these respects.

The report is enlightening in its evidence of disagreement among teachers as to the major outcomes of teaching certain subjects and is suggestive of a type of analysis of the problem which obviously tends toward a better understanding of the nature of the difficulties of both learning and teaching in the school subjects considered.

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- DAVIS, SHELDON EMMOR. *The Technique of Teaching*. New York: Macmillan Co., 1922. Pp. viii+345.
- The Fruita Survey*. Fruita, Colorado: Board of Education, 1921. Pp. 111. \$0.50.
- MCCALL, WILLIAM A. *How to Measure in Education*. New York: Macmillan Co., 1922. Pp. xiii+416.
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BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

- EDGAR, HENRY C. *A Minimum Course in Rhetoric*. New York: Century Co., 1922. Pp. xii+450.
- GREENE, L. S. *School Shop Installation and Maintenance*. Peoria: Manual Arts Press, 1922. Pp. 100. \$1.25.
- JAMESON, R. P., and HEACOX, A. E. *Chants de France*. Boston: D. C. Heath & Co., 1922. Pp. viii+148. \$1.40.